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ABSTRACT

The Michigan Council on Vocational Education conducted a comprehensive review of all secondary-level vocational education (VE) programs for adult criminal offenders. The review focused on the programs that were delivered through the Michigan Department of Corrections (MDOC) in fiscal years 1994 and 1995. Data were collected from the following: background literature; verbal information from state agency personnel at MDOC; routinely generated reports; and site visits to 11 state adult correctional facilities and interviews of administrators and instructors at each site. Among the recommendations to Michigan's State Board of Education as a result of the study were the following: provide MDOC education staff with funding and time for professional development; empower MDOC teaching staff to work with parole officers in collecting released prisoner statistics; establish a single statewide trade advisory committee; incorporate career exploration activities into current/future VE programs; coordinate job placement with currently sponsored transition services; utilize additional skills certificates approved by the appropriate industry; develop a process to certify all MDOC-sponsored VE programs; and establish VE advisory committees for each correctional institution. (Appended are the following: map of Michigan's correctional facilities; 1994 correctional VE program and enrollment statistics and 1994 and 1995 program budget sheets; and information about expenditure of Perkins Act funds for correctional VE.) (MN).

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ADULT OFFENDER CORRECTIONS STUDY

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Adult Offender Corrections Study

Preface

The Carl D. Perkins Vocational and Applied Technology Education Act Amendments (Public Law 101-392) require the Michigan Council on Vocational Education to recommend policies the State should pursue to strengthen Vocational Education . . . ; and to provide an analysis and review of Corrections Education Programs.

The paper is presented in partial fulfillment of the requirements as stated in the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990.

The following are the Council's recommendations as submitted to the State Board of Education on December 13, 1995:

1. Support the Department of Corrections (DOC) education staff by providing funding and time for professional development (a change in policy).

2. Empower DOC teaching staff to work with parole officers in collecting released prisoner statistics on employment, placement, and/or educational development status of inmates.

3. Establish a system-wide single skill trade advisory (STA) committee by June, 1997 (the DOC does not presently sponsor apprenticeship programs).

4. Incorporate a career exploration curriculum component within current and future vocational education programs, adding staff and materials as monies allow.

5. Coordinate job placement with currently-sponsored transition services.

6. Utilize additional skill certificates approved by the appropriate industry (some exist today).

7. Develop a process to certify all DOC-sponsored Vocational Education Programs.

8. Establish a Vocational Education Advisory Committees for each Correctional Institution.

Acknowledgments

The Council acknowledges its gratitude to the Correctional Education Association of Washington, DC, the Chief investigators of the Adult Offender Study.

Appreciation is also extended to Ms. Diane Spence, Manager, Education and Prisoner Program Section, Michigan Department of Education, who served as liaison between the Michigan Department of Education and the Michigan Department of Corrections.

Special thanks is also extended to both the 1994-95 and 1995-96 members of the Council on Vocational Education; in particular, Committee Chairpersons responsible for the development of the study, Mr. Loren Anderson (1994-95 Council) and Dr. Felix Chow (1995-96 Council); and Council Chairpersons, Mr. Richard Karas (1994-95 Council) and Mr. Lewis Driskell (1995-96).

Lastly, a note of appreciation is extended to the MCOVE staff: Virginia Yoder, Secretary; Suzanne Branoff and Janise Gardner, Administrative Support Staff; and Mary F. Miller, Executive Director.

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E FY 94/95 Federal Perkins (Vocational Education) Budget Breakdown

Rationale For the Corrections Education Study

This study to analyze and review corrections vocational education programs for adult criminal offenders in state correctional institutions was conducted by the Michigan Council on Vocational Education (MCOVE) in compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Although corrections education programs in each of the states have received 1% of their states' basic grant from Perkins funds since 1984, it was not until the Act was reauthorized in 1990 that state councils on vocational education have been required to evaluate such programs.

In Michigan, occupational and other education programs are made available to adult criminal offenders through the Michigan Department of Corrections (MDOC) and to juvenile criminal offenders through the Department of Social Services (DSS). This study addresses education programs delivered through MDOC. A study was completed addressing programs delivered through DSS.

For this report, the period of review includes fiscal year FY 1994 and FY 1995. MCOVE hired the (International) Correctional Education Association (CEA), a nonprofit organization with international stature in the field of correctional education to conduct the study in consultation with the Michigan Department of Corrections. MCOVE supported the conclusions and recommendations in this report by reviewing background literature; obtaining verbal information from state agency personnel at MDOC; analyzing the data contained within routinely generated reports; and the eleven state adult correctional facilities visits where administrators and instructors were interviewed by CEA staff.

Duties of State Corrections Educational Agencies

In Section 225 of the Perkins Act it states that as each State corrections educational agency carries out a vocational education program for criminal offenders, it should:

"(1) give special consideration to---

(A) providing services to offenders who are completing their sentences and preparing for release; and

(B) providing grants for the establishment of vocational education programs in correctional institutions that do not have such programs;

(2) provide vocational education programs for women who are incarcerated;

(3) improve equipment; and

(4) in cooperation with eligible recipients, administer and coordinate vocational education services to offenders before and after their release."

Overall Philosophy of Prisoner Education Programming

On May 1, 1995, Kenneth L. McGinnis, Director of the Michigan Department of Corrections (MDOC) issued his Education Action Plan (EAP). The EAP provides a framework for improving the department's prisoner education programs. The Department of Corrections offers a variety of educational and work opportunities for prisoners - academic, vocational, apprenticeship, institutional and prison industry jobs.

The purpose of education programs is to offer the prisoner the opportunity to gain academic, social and work skills to become a productive citizen while in prison and when released to the community. The guiding principle is that no offender, if they are capable, should leave the supervision of the department without attaining at least the General Educational Development (GED) certificate level of education skills.

Improved Accountability Systems And Measurable Outcomes

The underlying goal of the department's management is to improve the effectiveness and efficiency of the operations. There are three steps to this process: 1) establish goals and objectives for the various education programs, 2) then hold prisoners, staff and managers accountable to achieve their agreed upon goals and objectives, and 3) establish an annual audit and evaluation process.

Minimum Education Levels for Program Participation

In order for the department to successfully place an emphasis on prisoner completion of education programs, the EAP establishes the minimum educational functioning level as attainment of the General Educational Development (GED) certificate, with accommodations for the needs of handicapped prisoners. Where possible, attainment of this minimum skill level should be accomplished ***before*** the prisoner becomes eligible for community supervision. Offenders who do not have these minimum skill levels will be offered the opportunity to enroll in appropriate education programs when they first enter the prison setting. If a prisoner is eligible for community placement and has not achieved these levels, they will be required to enroll in education programs and make successful progress in obtaining the General Educational Development (GED) certificate.

An incentive program will be established to ensure there is motivation on the part of the prisoner to take advantage of the educational opportunities offered. Incentives will include elements such as: 1) A prisoner will not be eligible for placement in a Lower Peninsula camp or under community supervision unless he/she has attained or is successfully progressing toward attainment of the minimum of the General Educational Development (GED) certificate educational level; 2) If a prisoner refuses to participate or complete the minimum education courses, he/she may be

assigned to an institution job but the maximum pay for the institutional assignment may not be greater than the pay for attending school; 3) A prisoner must successfully complete the minimum education courses before the prisoner may be assigned to the more prestigious or higher sought after institution and prison industry jobs; or 4) If a prisoner refuses to participate or complete the minimum education courses, he/she will not be granted disciplinary credits.

Mission and Goals of the Education Programs

One of the elements of the department's mission is to:

> "Provide meaningful opportunities for offenders to help themselves to improve their behaviors and become law abiding and productive citizens through academic, vocational, work, recreational and religious programs."

The Department of Corrections prisoner education program as a part of the department's operations must function to assist the department with achieving its mission. Toward this end, the following mission will guide and direct the operation of the Prisoner Education programs:

The mission of the education programs offered to prisoners is to provide educational opportunities for prisoners to take responsibility for developing academic, work and social competencies in order to help the prisoner to become a contributing, productive member of the prison community while incarcerated and a contributing member of his/her community upon release from prison.

Prisoner Education Goals Statement

To achieve the mission of the department's prisoner education programs, the program's goal is to provide programs which encourage and assist prisoners to become contributing members of his/her community that:

1. Increase his/her basic reading, computation, writing and critical thinking skills to the minimum of the General Educational Development (GED) certificate level;

2. Increase his/her employment and job skills; and

3. Increase his/her interpersonal skills.

Prisoners placed under community supervision or placed under parole supervision are required to reestablish community ties in a law abiding manner, obtain full-time employment, and meet any special conditions of supervision, including payment of any ordered financial obligations. Therefore, the emphasis on the prisoner education programs will be to offer the opportunity for prisoners to achieve minimal education competencies ***before*** the prisoner is eligible for release to the community. Prisoners placed under community supervision who do not have these minimum

academic skills will be required to enroll and be successfully progressing toward completion of these minimum standards.

The mission and goals statements are not a description of what the prisoner education program is today, rather it is a description of what these programs can become. The mission statement describes the direction in which the department intends to move and defines the department's goals for the future.

Vision for Future Education Efforts

The mission of education programs is to provide opportunities for prisoners to acquire skills and competencies which will assist the prisoner to become a productive member of the prison community and a contributing member of his/her community upon release from prison. In order to achieve this mission and the goals set forth for the education program, the following are the components of a broad vision for future education programming.

Wardens in the Correctional Facilities Administration and managers in the Field Operations Administration will be given the responsibility and authority to achieve the goals of the education programs for their respective operations, while the Office of Program Services central office staff will be responsible to recommend overall education policies, provide technical assistance to the operating managers and provide monitoring of the education programs through annual operational audits.

The department's first priority for resource allocation will be to assist each prisoner, with a few exceptions, to obtain the skills to receive a General Educational Development (GED) certificate and second to assist the prisoner to obtain vocational and career training ***before*** he/she is eligible for release to the community.

The department will establish minimum education standards for prisoner to be eligible for participation in work assignments or prison industry jobs.

The department will establish vocational and apprenticeship programs based upon an assessment of future job needs and skill demands of potential employers and these programs will be increasingly tied to prison industries jobs.

The department will use the latest proven technologies and styles of teaching to improve the effectiveness and efficiency of education programs.

The department will continue to implement the plans approved by the federal court concerning the refinement of female prison education programs.

A prisoner Individual Program Plan (IPP) will be implemented and become part of a computerized student records system in addition to the development of student portfolios.

The department, with the assistance of Michigan Department of Education, and the use of federal funds will expand Project EXCEL for serving an increased number of English-as-a-Second Language (ESL) prisoner students.

The Office of Program Services will assist the Field Services Administration staff to further enhance the educational opportunities for offenders in the correction centers, Technical Rule Violator (TRV) centers and the Special Alternative Incarceration (SAI) Program.

Basic Academic and Vocational Programs in Prison and Camps

- All 35 male prisons and both female prisons offer Adult Basic Education (ABE) and General Educational Development (GED) courses.

- With the exception of the 6 specialized maximum security prisons, all of the male prisons and both female prisons offer a variety of vocational training courses. There are 18 authorized courses the individual prisons may choose from.

- 5 of the 20 male camps and the two female camps offer ABE and GED courses.

- 1,988 males and no females are awaiting placement in an ABE or GED course.

- 1,202 males and 3 females are awaiting placement in a vocational course.

When the prisoner population was relatively stable in the 1970's and early 1980's, administrative programming decisions were made on a pro-active basis during and after the initiation of criterion-based instruction curriculum in the mid-1970's. However, since the mid-1980's, the prisoner population has more than doubled from 17,000 prisoners in 15 prisons and 12 camps to 38,000 prisoners housed in 37 prisons and 17 camps. As a result of this dramatic increase, all energies have been expended to ensure that each new prison has some level of programming and decisions have become increasingly reactive to compensate for the increased need for basic education and GED programs.

Waiting lists have not been significantly reduced for male prisoners due to an increasing prison population which has basic education needs. The completion rates have increased and may be notable, but can be improved.

Schools established in the new facilities have received state-of-the-art equipment and supplies, where as, due to fiscal constraints, generally schools in the older prisons and camps have not been able to acquire newer equipment.

Special Education Programs in Prisons and Camps

- 512 male prisoners and 23 female prisoners participate in special education programs offered in 33 male prisons and both female prisons. Camp Pugsley for males and Camp Branch for females have the capability to provide special education classes if needed. There are no waiting lists for participation in special education programs.

The goal of the special education programs is to offer the opportunity for prisoners who are diagnosed as having learning disabilities to achieve the highest education skills possible, including the completion of Adult Basic Education, General Educational Development (GED) and/or vocational programs.

As in the public schools in the community, an Individualized Education Plan is developed with the disabled prisoner and there is an Individualized Education Planning Committee composed of professional staff. The special education programs includes three major components:

1. Classroom programs are provided in either Secondary Resource Rooms, or categorical Special Education Classrooms. In addition, "Cell Study" programs are available to disabled prisoners who are under confinement, which include regular interaction with a special education teacher.

2. Support services are available through school psychologists and other professionals under contract with the department.

3. Vocational Training is available in either Regular Vocational courses or Adaptive Vocational programs, depending on the needs of the individual prisoner.

Disabled prisoners are integrated into the regular education programming to the extent appropriate with the prisoner's academic, social and emotional characteristics and skills or form of disability. All disabled students are afforded the same opportunities to participate in non-academic programs as non-handicapped prisoners.

Programs in the Community

All of the seventeen community Correction Centers, and the two Technical Rule Violator (TRV) Centers operated by the department have educational programs offered by the local public school's adult community education program. These programs are staffed and paid for by the local boards of education. The department has a contract with the Chelsea Public Schools to cover the cost of the education classes conducted at the Phase I "Boot Camp" portion of the Special Alternative Incarceration (SAI) Program located at Camp Cassidy Lake.

The educational programs offered to offenders under community supervision include at a minimum the following components: Adult Basic Education; GED; and high school completion credits programs. Some of the public schools also offer classes in the following areas: life/job skills; computer training; auto repair; auto-body repair; machine shop; review of sexually transmitted diseases; AIDS awareness; parenting skills; and family planning.

Chelsea Public Schools also offers refresher classes in math and writing skills for GED graduates. The SAI "Boot Camp" staff present education programs in five areas for the SAI trainees: coping skills; substance abuse awareness; job skills; life skills; and group counseling.

During April 1994, the seventeen correction centers had a total enrollment of 236. The 2 TRV centers in Lake County and Huron Valley had a total of 230 enrolled. The SAI "Boot Camp" had an enrollment of 215.

Specific Recommendations

The EAP outlined recommendations that were broken into five major categories:

- Define the Roles and Responsibilities of the Central Office Program Services Staff and the Operating Managers in the Field.
- Ensure Prisoners Obtain a Minimum of GED certificate ***before*** They are Released to the Community.
- Maximize the Availability of Academic and Vocational Programs.
- Ensure Prisoners are Accountable to Improve Their Skills and Behaviors While In Prison.
- Standardize the Curriculum and Competency Testing for the Various Types of Academic and Vocational Course Offerings.

Prison staff will see this as an opportunity to improve the way the department provides education programs to prisoners. The EAP is in the process of being implemented by the MDOC.

Overview of Study Conducted by the Correctional Education Association

The Correctional Education Association, a nonprofit organization with international stature in the field of correctional education, provided the Michigan Department of Corrections with a concise review of its state of compliance with the Carl D. Perkins Vocational and Applied Technology Education Act of 1990.

Dr. Stephen J. Steuer and Dr. Alice Tracy visited eleven institutions and two pre-release programs from June 26 to June 28, 1995.

At these eleven institutions, the following vocational programs were viewed:

- Electronics
- Office Occupations/Business Technologies/Business Education
- Food Technology/Culinary Arts/Food Management
- Horticulture
- Graphic Arts
- Optical Lenses
- Printshop
- Building Maintenance and On the Job Training - Custodial/Custodial Maintenance
- Auto Mechanics
- Meatcutting
- TV Production
- Machine Shop - Welding

These prisons were selected in order to provide the interviewers with a variety of vocational programs to visit within a day's travel distances from the Lansing area.

Dr. Stephen Steurer visited the following institutions and met with the following personnel:

Muskegon Correctional Facility, Muskegon -- Bruce Courim, Principal;
Brent Fett, School Psychologist; Tom Sciemanna, Job Seeking; Jim Sturgeon, Auto Mechanics; Barbara Arthur, Horticulture;
Muskegon Temporary Facility, Muskegon -- Instructors: Joe Johnson, Institutional Maintenance
Brooks Correctional Facility, Muskegon -- Instructors: John Brewer, Food Management; Paul Mason, Electronics Technology; Bob O'Brien, School Psychologist
Pre-Release Program - Kirkland Community College -- Ray Eggleston, Instructor
Michigan Training Unit, Ionia -- James Trout, Principal ; Instructors: L. Hagan, Horticulture/Special Education; Bill Gertz, Machine Shop; Frank Ruffilo, Welding
Ionia Temporary Facility, Ionia -- Ross Holtrop, Principal; John Briganti and Gerlad Rich, Graphic Arts; Bill Simpson, Business Education Technology;

Dr. Alice Tracey visited the following Institutions and met with the following personnel:

Lakeland Correctional Facility, Coldwater -- James Crenshaw, Principal
Instructors: Gloria Lawson-Sharp, Office Occupations; Robert Kolassa, Horticulture
Crane Correctional Facility, Coldwater -- James Crenshaw, Principal
Instructors: Albert Amos, Food Technology; Charlene Powe, Office Occupations; Charlie Hemker, Horticulture; Sally Brayton , Graphic Arts/Print Arts
Gus Harrison Correctional Facility, Adrian -- Joe Szczygielski, Principal
Instructors: Kathleen Sibley-Wellman, Custodial Maintenance; Jim Mercer, Pre-Release; Joan De Souza, School Psychologist
Adrian Temporary Facility, Adrian -- Joe Szczygielski, Principal
Egeler Correctional Facility, Jackson -- Michele Robinson, Principal
Instructors: Jim Dodge, Optical Technology; Gary McVay, Printing
State Prison of Southern Michigan - Trusty, Jackson -- Robert Williams, Principal
Instructors: Harold Reid, Auto Mechanics; Don Rodgers, Meat Cutting; Cecil Rolins, Custodial Maintenance
Parole School Program run by Jackson Community College (JCC) -- Flamingo Brown, Instructor

In viewing the programs, they asked to see the following:

*new program offerings
*descriptions of institutional program offerings
*enrollment and attendance records
*degrees and certificates granted, competencies completed
*equipment purchases
*descriptions of pre and post release programs
*placement services and placement results
*special education student enrollments

Overall the quality of the educational programs and of the teaching provides the students with a solid base of skills for finding work in their chosen vocational programming upon release. The teachers appeared highly motivated and concerned about the students. The curriculum for the vocational education programs is standardized throughout the state so if a student is transferred to an institution with the same program he or she can continue in that program. The teachers had up-to-date records of every student showing their progress on each skill competency. Some institutions set goals with their students at the beginning of each three month period, and at the end of the period they review the progress of the students. Under the new Education Action Plan, the individual program plans will be standard in every Michigan institution.

The Education Action Plan is just being implemented and sets the tome for the whole system, with an emphasis on the achievement of the GED for all inmates. The Education Action Plan states as a goal:

"Develop consistent and improved Pre-Release Programs and vocational courses so that the prisoners are better prepared to make the transition to community supervision and the Residential and Electronic Programs staff and the Parole staff have sufficient information to plan for any education need of the prisoner being released to the community. Examples of these types of activities are:

*A social skills development component will be included in order to assist prisoners gain positive interpersonal skills that will be included in order to assist prisoners gain positive interpersonal skills that will permit them to think before they react during stressful decision making situations.
*Establish pre-release skills and refresher academic skills course as well as tutoring options for prisoners at security level I and II facilities.

*Expand the pre-release pilot program.

*Develop a plan of coordination between prison and non-prison education programs offered in correction centers, TRV centers and jails, regarding student records and student testing to eliminate duplicate records and redundant student testing where appropriate.

The goals of the Education Action Plan are in accordance with those of the Carl T. Perkins Vocation Education Act. Placing the Education Action Plan into effect will go a long way towards increasing the effectiveness of the Department of Correction's vocational education programming.

Perkin's Act funds are to be used specifically for the following:

1) **pre release vocational education services**
2) **establishment of vocational education programs in institutions previously without vocational education programs**
3) **vocational education for incarcerated women**
4) **equipment improvement**
5) **administration and coordination of vocational education services, including pre and post release**

1) pre-release vocational education services

These areas are, perhaps, the weakest in an otherwise highly effective program. The pre-release programs offered are of high quality and relate directly to the needs of Michigan inmates. Teachers have collected, sometimes on their own time, information specific to the counties where the inmates will be living. Unfortunately, not all inmates receive pre-release instruction. A report on vocational program completions for FY 1994/95 provides a figure of 692 completions for pre-release programs among six of the institutions visited. There also are few programs to assist inmates after release. (The Life Skills Institute at Scott Correctional Facility for Women is funded under a demonstration grant from the United States Department of Education and may serve as an important model for Michigan programs in the future. Scott Correctional Facility was not

visited by the Correctional Education Association.) Some teachers, who should be highly commended, have taken it upon themselves to contact potential employers who then work with parole agents.

2) establishment of vocational education programs in institutions previously without vocational education programs

Because Michigan has set up vocational education programs in institutions as they are built, this clause of the Perkins Act does not apply. The Department of Corrections has also arranged to have several choices of vocational programs at each site, so students are able to choose one of personal interest and gain a marketable skill.

3) vocational education for incarcerated women

The State of Michigan must fulfil specific federal court orders which, in part, concern the upgrading of vocational programming for women. According to Michigan Department of Corrections records, between fiscal year 1987 and fiscal year 1991, women received about 10% of the federal vocational funds available and 13% of the department's correctional programming was found in women's institutions. During fiscal year 1992 and 1994, the women received 31% of the funds available and 14% of the department's correctional programming was found in women's institutions. The additional money was spent largely in equipment upgrades.

There are two women's institutions and one camp in Michigan. The vocational programs offered at these institutions include: Office Occupations, Food Technology, Horticulture, and Graphic Arts at Florence Crane, and at Scott Correctional Facility: Office Occupations, Food Technology, Auto Technology, Custodial Maintenance, Graphic Arts and Building Trades. The programs at Florence Crane, the only women's institution visited, are quite modern. The teachers were enthusiastic and concerned about their students, who were applying themselves diligently to their class work. The Food Technology program in particular was all that a vocational program should be: a state-of-the-art classroom, class assignments which parallel actual work situations, and a teacher firmly believes that his students can succeed with the skills they lean in his class.

4) equipment improvement

Almost all of the teachers indicated that their equipment was up-to-date and sufficient for their needs. Some of the instructors (for example, electronics) need newer equipment, but they have developed plans to upgrade over the next several years. If funding is available for such equipment, it should be provided in order to keep in instruction equal with that received in community schools.

5) administration and coordination of vocational education services, including pre and post release

Vocational Counseling

Although most inmates are recommended for vocational counseling during Reception, the counseling provided at the male institution level is informal and, because of a lack of staff, usually done by the principal. Some staff expressed concern about the value and need of vocational counseling as it is currently being offered. The female institutions have a formal vocational counseling program with a designated counselor. Only one female facility, the Florence Crane Correctional Facility, was visited by the Correctional Education Association and the counseling program was not seen as it is not funded by Perkins Vocational Education Act funds.

Students in the male institutions are assessed with TABE, but there is not career inventory or counseling given to help students decide on a career track after release. Additionally, there is no job placement system to link students to employment in the community, nor follow-up to see how well students do after release in terms of employment and recidivism.

Special Education

Special education is another area which needs more coordination. There is a comprehensive special education policy and procedure manual which details the implementation of IDEA manual requires assessment of special education students, but the assessment is not done at all institutions. In some cases, instructors have gone out of their way to accommodate the special education student by providing individualized instruction, but other instructors have taken the opposite approach -- making the course so difficult the student drops out. At some institutions (for example, Gus Harrison Correctional Facility) special education students attend all vocational programs and share a teacher/counselor who works with the students to assist them in mastering the material. At other institutions, however, instructors teaching the same classes have claimed that the reading is too difficult for special education students, and a school psychologist indicated that despite Department of Corrections policy, not all special education students receive a vocational interest inventory.

Student Records

Record keeping appears excellent in all programs. Teachers had records of who was eligible, enrolled and in attendance. Student competency profiles (progress plotters) were up-to-date in each of the classrooms visited.

Curriculum

Curriculum was planned and standardized by teachers form each area so that the progress plotters, materials and equipment are similar and students can move from one program to another. Materials were current and often obtained from the trade association or vocational education departments at state universities. This standardization is very important and contributes to the effectiveness of the programming.

Vocational Trade Advisory Committees

The Department of Corrections needs to develop and maintain vocational trade advisory committees. They currently are not in operation in the Michigan facilities. Without this formal connection to the trades, teachers and programs will be hard pressed to keep current and maintain proper certification.

Staff Development

It was discovered that correctional educators are being singled out and not allowed to attend trade and professional meetings on state time with financial support. The policy is due to past abuses by a few staff. As a consequence, teachers must pay for their own training, often on their own time. The Department of Corrections staff are not affected by this policy.

Program Evaluation

One of the chief goals of the Education Action Plan is "Improved Accountability Systems and Measurable Outcomes." Under this heading are three steps: "1) establish goals and objectives for various education programs, 2) then hold prisoners, staff and managers accountable to achieve their agreed upon goals and objectives, and 3) establish an annual audit and evaluation process." Performing these three steps should go a long way towards enhancing the coordination of vocational education services, increasing the number of completers, placing more students in jobs within the institutions and, after release, within the community, and connecting institutional instruction with pre-release services.

Recommendations

Pre-release

*Pre-release classes need to be made available to all students nearing release.

*Each released inmate should receive information on social service agencies in the area to which they are relocating.

Equipment Improvement

*Equipment needs to be routinely upgraded so all programs can remain current with community schools.

Administration and Coordination of Vocational Programming

*Job placement and transition services need to be developed and coordinated with institutional programs.

*Vocational counseling in male institutions would be more formalized, with specific policies put in place and staff informed with inservice activities.

*Career exploration is needed for all students without specific job training or history. Shortage of staff and career exploration materials needs to be addressed.

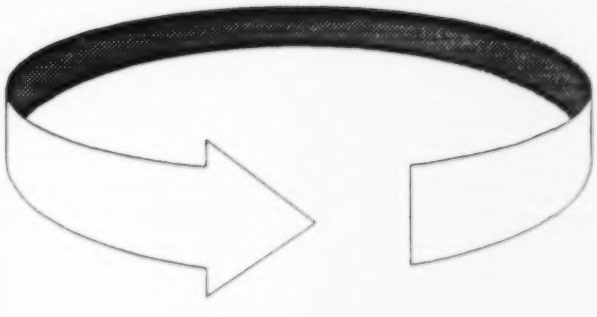
*Special education screening should always include vocational interests as states in Department of Corrections policy.

*Special education students should be accommodated through support services in all vocational programs which require less than a GED to enter.

*Establish Vocatinal Trade Advisory Committees, or some other process linking teachers and the trade, and work with the committees to develop certification for the vocational programs which do not have them.

*Results of vocational education programming should be tracked by permitting educational staff to contact parole officers to determine if released students are employed and whether they are employed within the field for which they trained.

*Correctional education staff should be supported with both administrative leave and financial support to attend trade and professional association meetings as part of their annual inservice training requirements.



APPENDICES

ADDENDIX A

Map

Michigan Department of Corrections
Correctional Facilities Administration
Prison and Camp Facilities by Region

• INSTITUTIONS

1. Marquette Branch Prison
2. Baraga Max. Correctional Facility
3. Alger Max. Correctional Facility
4. Chippewa Correctional Facility
4. Chippewa Temporary Correctional Facility
4. Hiawatha Temporary Correctional Facility
4. Kinross Correctional Facility
5. Standish Max. Correctional Facility
6. Oaks Correctional Facility
7. Carson City Correctional Facility
7. Carson City Temporary Correctional Facility
8. Earnest C. Brooks Correctional Facility
8. Muskegon Correctional Facility
8. Muskegon Temporary Correctional Facility
9. Mid-Michigan Temporary Correctional Facility
10. Saginaw Correctional Facility
11. Richard A. Handlon Michigan Training Unit
11. Ionia Maximum Correctional Facility
11. Ionia Temporary Correctional Facility
11. Michigan Reformatory
11. Riverside Correctional Facility
11. Riverside Reception Center
12. Florence Crane Women's Correctional Facility
13. Lakeland Correctional Facility
14. G. Robert Cotton Correctional Facility
14. Charles Egeler Correctional Facility
14. State Prison of Southern Michigan - Central Complex
14. State Prison of Southern Michigan - South Complex
14. SPSM - Reception & Guidance Center
15. Adrian Temporary Correctional Facility
15. Gus Harrison Correctional Facility
16. Huron Valley Center
16. Huron Valley Men's Correctional Facility
17. Robert Scott Correctional Facility
18. Western Wayne Correctional Facility
19. Thumb Correctional Facility
20. Macomb Correctional Facility
21. Mound Correctional Facility
21. Ryan Correctional Facility

■ CAMPS

A. Camp Kitwen
B. Camp Ojibway
C. Camp Ottawa
D. Camp Cusino
E. Camp Manistique
F. Camp Koehler
G. Camp Pelliston
H. Camp Pugsley
I. Camp Lehman
J. Camp Sauble
K. Camp Tuscola
L. Camp Gilman
M. Camp Brighton
N. Parole Camp
O. Camp Waterloo
P. Cassidy Lake (SAI)
Q. Camp Branch

Source: Correctional Facilities Administration

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DECEMBER 31, 1994

F2 Institutional Education Program Statistics as of December 31, 1994

Page One of Three

	Adrian Temp	Alger Maximum	Baraga Maximum	Earnest C. Brooks	Camp Program	Carson City	Carson City Temp	Charles Egeler	Chippewa	Chippewa Temp	Florence Crane Women's	G. Robert Cotton	Gus Harrison	Handlon MI Trng. Unit
ACADEMIC														
Basic Education 0-8	55	18	23	99	152	120	110	51	207	158	52	140	152	257
GED Preparation	86	15	26	164	179	91	35	52	28	18	33	149	79	251
PRE-RELEASE SKILLS	41				170		14		20	22		35	47	27
Chapter I - EDIA														166
Special Education	17	25	4	6		8	2		4	1	4	7	17	20
College Level								139			185			
Cell Study		22	58						21					
VOCATIONAL														
Auto Body Repair														
Auto Mechanics														13
Building Trades							22		25	10		18		29
Dental Lab. Tech.					19									
Electronics	24			26										
Food Mgt., Pro. & Serv.				24		22					7	13	49	
Graphics & Printing Arts								8			13			
Horticulture				20				15			11			
Institutional Maint.				26				13	48	27		18	58	
Machine Tool Operation														14
Meat Cutting														
Office Occupations						30					26			
Optical Technology								10						
Small Engine Repair								23						
TV Production														
Welding														30
VOCATIONAL TOTAL	24	0	0	96	19	52	22	69	73	37	57	49	107	86

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F2 Institutional Education Program Statistics as of December 31, 1994

Page Two of Three

	Hiawatha Temp	Huron Valley Men's	Ionia Maxmum	Ionia Temp	Kinross	Lakeland	Macomb	Marquette Branch Prison	Michigan Reform-atory	Mid-Michigan	Mound	Muskegon	Muskegon Temp	Oaks
ACADEMIC														
Basic Education 0-8	34	92	55	65	60	40	70	69	150	163	72	151	165	86
GED Preparation	85	60	67	115	72	50	175	49	130	170	57	145	58	84
PRE-RELEASE SKILLS	20			22	21							65	11	
Chapter I - EDIA									91					
Special Education	24	21	14	32	20	5	27	26	60	22		13	10	5
College Level								57	126					
Cell Study		80						28	38					
VOCATIONAL														
Auto Body Repair					28									
Auto Mechanics					30				6			29		
Building Trades				27	32					20				
Dental Lab. Tech.														
Electronics														
Food Mgt., Pro. & Serv.						19	11					26		
Graphics & Printing Arts				13										
Horticulture						16				67		26		
Institutional Maint.	24			18	38		46	73		14			24	
Machine Tool Operation														
Meat Cutting														
Office Occupations	30			28		31				5			34	
Optical Technology														
Small Engine Repair									11					
TV Production												28		
Welding					31									
VOCATIONAL TOTAL	54	0	0	86	159	66	57	73	17	106	0	109	58	0

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F2 Institutional Education Program Statistics as of December 31, 1994

Page Three of Three

	Riverside	Ryan	Saginaw	Scott	SPSM-Central	SPSM-Trusty	Standish Max.	Thumb	Western Wayne
ACADEMIC									
Basic Education 0-8	51	98	137	73	63	100	49	85	43
GED Preparation	111	40	90	64	24	165	20	157	59
PRE-RELEASE SKILLS							8	44	
Chapter I - EDIA				5					
Special Education	5	30	5	14	18	7		36	18
College Level				246	154	136			
Cell Study		1			58				
VOCATIONAL									
Auto Body Repair									
Auto Mechanics				5		41			
Building Trades				5				29	
Dental Lab. Tech.									
Electronics									
Food Mgt., Pro. & Serv.		14	33	10				28	
Graphics & Printing Arts				13					
Horticulture	9		21						
Institutional Maint.		8		8	65	15			
Machine Tool Operation									
Meat Cutting						21			
Office Occupations	17			28	24				
Optical Technology									
Small Engine Repair									
TV Production									
Welding									
VOCATIONAL TOTAL	26	22	54	69	89	77	0	57	0

Source: Office of Program Services (Administration and Programs).

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APPENDIX C

MICHIGAN DEPARTMENT OF CORRECTIONS
ADMINISTRATION AND PROGRAMS

TO: Diane Spence, Manager DATE: 4/7/94
Prisoner Education and Programs

FROM: Karen Atkinson, Ph.D.
Vocational Education Coordinator
Prisoner Education and Programs

SUBJECT: FY 94-95 Federal Vocational Education (Perkins) Funds

This memo is written in response to Nancy Zang's memo dated March 29, 1994 on the same subject. It is my understanding from the memo that Ms. Zang is concerned that MDOC has "an equitable process of review and distribution" of the federal (Perkins) funds. She referenced a recent violation found against Nebraska.

I believe the Michigan DOC can substantiate "an equitable process of review and distribution" of federal (Perkins) funds since fiscal year 1987. Since then, there that have been two funding laws and two DOC plans for spending the funds. Please see the attached two memos dated 3/11/94 and 3/22/94 regarding Federal Vocational Education Fund Expenditure and Prisoner Population and Vocational Education Programming respectively.

I. HISTORY

A. FY '87 - FY '91

1. Process - During the period of the first law (Carl Perkins I - effective 1985 fiscal year through 1991 fiscal year) DOC developed a five year plan to spend the funds on updating equipment. DOC Vocational Curriculum Committees met according to occupational specialties and determined equipment priorities for their occupation (in small groups) and department wide (as a whole group). The committees included DOC vocational instructors and an MDE vocational instructor match for each DOC instructor. Each of the DOC vocational instructors visited their counterpart's program in the Department of Education and vise versa.

2. Distribution - In the five year period DOC received funds from MDE for vocational equipment purchase from the Carl Perkins I funds, about 10% of the funds were spent for women's vocational programming. During this same period the women's population was about 4% and the total number of vocational programs operated for women and the total number of vocational programs using the funds were both about 13%.

In other words, the women were about 4% of the total prison population, they operated about 13% of the vocational programs, and spent about 10% of the total vocational federal funds.

Funds were spent as planned without modifications.

B. FY '92 - FY '94

1. Process - During the period of the second law (Carl Perkins II - effective 1992 fiscal year to whenever it is changed) DOC developed a three year plan by law to spend the funds according to the four goals. DOC Vocational Curriculum Committees met

according to occupational specialty and determined their needs and priorities. DOC determined the priorities of occupational expenditure. The committees included DOC vocational instructors.

2. Distribution - In the three year period DOC received funds from MDE for vocational programming from the Carl Perkins II funds, about 31% of the funds were spent for women's vocational programming. During this same period the women's population was about 4% and the total number of vocational programs operated for women and the total number of vocational programs using the funds were both about 14%.

In other words, the women were about 4% of the total prison population, they operated about 14% of the vocational programs, and spent about 31% of the total vocational federal funds.

Modification of the plan was made during this period. In part, this occurred because the women's programs were given priority instead of occupational needs by program being given the priority.

II. CURRENT

A. FY '95 (1994-1995)

Process - We are still operating under the Carl Perkins II law. The three year time period for DOC's last plan is drawing to a close. It is time, therefore, for another cycle of planning to begin. Doc is required from the Michigan Department of Education (MDE) to submit a one year plan by May 27, 1994.

It is my understanding that it is your understanding that the women's program's needs are to be met before the men's program needs. Therefore, a request was made of Ms. Zang for her to identify the vocational needs of the women's programs. Your plan is to address the men's occupational needs with what funds are left. There are still some known occupational needs to address according to Vocational Curriculum Committees' analysis.

c: Griffin Rivers, Administrator

MDOC Vocational Education Programming

					Men's Prisons								Women's Prisons							
Fiscal Year	Total* Population (including camps)	Total # Vocational Programs	Total # of Voc. Programs Funded by C.P.***	Total C.P. Funds Received	Population	% of Total Population	Number of Voc. Programs	% of Total Voc. Programs	Number of Voc. Programs Funded by C.P.	% of Voc. Programs Funded by C.P.	C.P. Funds Received	% of Total C.P. Funds	Population	% of Total Population	Number of Voc. Programs	% of Total Voc. Programs	Number of Voc. Programs Funded by C.P.	% of Voc. Programs Funded by C.P.	C.P. Funds Received	% of Total C.P. Funds
1987	20,886	75	18	106,800	19,934	95%	69	92%	17	94%	99,345	93%	952	5%	6	8%	1	6%	7,455	7%
1988	24,049	65	6	60,000	23,003	96%	56	86%	5	83%	47,703	80%	1,046	4%	9	14%	1	17%	12,297	20%
1989	28,406	68	4	50,000	27,129	96%	57	84%	3	75%	48,781	98%	1,277	4%	11	16%	1	25%	1,219	2%
1990	30,548	62	9	50,000	29,170	95%	53	85%	9	100%	50,000	100%	1,378	5%	9	15%	0	0%	0	0%
1991	32,353	55	16	50,000	30,976	96%	48	87%	13	81%	38,604	77%	1,377	4%	7	13%	3	19%	11,396	23%
1992	34,525	64	64	172,362	33,024	96%	55	86%	55	86%	99,988	58%	1,501	4%	9	14%	9	14%	72,374	42%
1993	35,965	71	71	163,229	34,509	96%	61	86%	61	86%	106,470	65%	1,456	4%	10	14%	10	14%	56,759	35%
1994**	36,554	73	73	167,085	35,024	96%	63	86%	63	86%	141,678	85%	1,530	4%	10	14%	10	14%	25,407	15%

* According to the Fourth Week of September in the MDOC Client Census Summary Reports

** According to 02/25/94 in the MDOC Client Census Summary Report

*** C.P. = Carl Perkins Act of 1984 (Carl Perkins I) then Carl Perkins Act of 1990 (Carl Perkins II) Federal Funds

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APPENDIX D

SECONDARY VOCATIONAL EDUCATION PROGRAM
BUDGET BREAKDOWN SHEET **1993-94 FINAL REPORT**

Kirkland Community College			
(Career Guidance and Counseling)	(PS)		
Old Year (1992-93 Carryover)			$ 17,673.88
New Year (1993-94)			$ 22,326.12
Resident Trust Fund (inmate wages for project)	(SB)		$ 113.96
			$ 40,113.96
Jackson Community College providing four class sections of parole school			
(Career Guidance and Counseling)	(PS)		$ 22,500.00
Core Curriculum Materials for Central Office	(SM)		$ 283.00
Equipment and Supplies/Materials for **Women's** Correctional Facilities:			$ 26,286.55
Auto Mechanics:			
SCF $ 5,933.75 (E)	SCF	$ 1,609.70 (SM)	
Food Mang Serv & Prod:	ACF	$ 1,990.10 (SM)	
	SCF	$14,481.40 (SM)	
Institutional Maintenance:	SCF	$ 935.15 (SM)	
Business Occupations:	ACF	$ 668.23 (SM)	
	SCF	$ 668.23 (SM)	
Equipment and Materials/Supplies for **Men's** Correctional Facilities:			$ 94,121.40
Apprenticeship: (MBP)			
$ 1,598.00 (E)	$	76.00 (SM)	
Auto Mechanics: (KCF, MCF, MTU, RMI, SMT)			
$ 6,290.00 (E)	$	4,493.48 (SM)	
Business Occupations: (DRF, HTF, ITF, LCF, MTF, RCF, SMI, SRF, STF)			
$ 8,311.41 (E)	$	42,682.35 (SM)	
Electronics: (ATF)			
$ 600.00 (E)	$	00.00 (SM)	
Food Mang Serv & Prod: (ARF, DRF, JCF, LCF, LRF, MCF, RRF, TCF, URF)	$21,870.00 (SM)		
Institutional Maintenance: (ARF, KCF, RRF, SMT, SMI-2, TCF, URF)			
$ 1,090.50 (E)	$	7,109.66 (SM)	

1992-93 Carryover (spent in 1993-94)	**$ 17,673.88**
1993-94 Grant Amount	**$167,085.00**
1993-94 Spent from Grant Amount	**$165,631.04**
1993-94 Carryover into 1994-95	**$ 1,453.96**

APPENDIX E

SECONDARY VOCATIONAL EDUCATION PROGRAM
CONSOLIDATED APPLICATION 1994-95
BUDGET BREAKDOWN SHEET
UPDATED 1/23/95

Kirkland Community College		
(Career Guidance and Counseling)	(PS)	$50,000.00
Resident Trust Fund (inmate wages for project)	(A)	$ 350.00
		$50,350.00
Jackson Community College		
Providing four class sections of parole school		
(Career Guidance and Counseling)	(PS)	$22,500.00
Equipment and Supplies/Materials for		
Women's Correctional Facilities:		**$30,075.00**
Career Guidance and Counseling		
(ACF and Camp Branch)		
$8,000.00 (E)	$2,575.00 (SM)	
Graphic Arts:		
(ACF)		
$12,250.00	$3,250.00 (SM)	
Horticulture:		
(ACF)		
$1,500.00 (E)	$2,500.00 (SM)	
Auto Mechanic Update for Women's Prison (Not included above)	$2,406.00	$ 2,406.00
Equipment and Materials/Supplies for		
Men's Correctional Facilities.		**$61,361.00**
Auto Mechanics:		
(KCF, MCF, MTU, RMI, SMT)		
$10,316.00 (E)		
Food Mang. Serv. & Prod:		
(ARF, DRF, JCF, LCF, LRF, MCF, RRF, TCF, URF) $53, 451.00 (SM)		
Total 1994-95 Grant		**$166,692.00**

The Adult Offender Corrections Report
was presented to the
Michigan State Board of Education

December, 1995

Additional copies of this report may be purchased from the Michigan Center for Career and Technical Education, 230 Erickson Hall, Michigan State University, East Lansing, MI 48824.
Telephone: (1-800-292-1606)

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